

Providence
Schools



Juanita Sanchez Complex School Reform Plan

Transformation Office

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I. Preamble

The School Reform Plan detailed below reflects both a commitment to and an expectation of excellence for the students of the Juanita Sanchez Learning Complex. This Plan has been developed after an extensive analysis of school and student-level achievement data, recent NEASC accreditation reports, as well as qualitative survey data from students, parents, and teachers. In addition, this plan is the result of significant input from existing teachers and staff, parents and community stakeholders, and, most importantly, from the students themselves.

II. Governance

Juanita Sanchez Educational Complex will be managed by United Providence (UP!) a new Educational Management Organization that has been co-founded by the Providence Public School District and the Providence Teachers Union.

The Sanchez complex will be led by Ms. Janelle Clarke, a turnaround principal with a successful track record of improving student achievement. After the principal has hired the new faculty and staff, she will convene a school-level leadership team responsible for improving student achievement and all other aspects of school performance in order to attain student and school success. The leadership team shall use a collaborative decision-making model in all aspects of school operations, especially in the area of instruction.

In fulfilling its responsibility, the Leadership Team shall have the ability to:

- i. Through the UP! Executive Board, seek a waiver from the Providence School Board to function outside district policies and procedures.
- ii. Operate outside the district-wide collective bargaining agreements within the parameters of state and federal law.
- iii. Utilize alternate hiring policies/procedures to select all staff for the school.
- iv. Design the school's learning model building upon the Aligned Instruction System.
- v. Implement a professional development program to support the Aligned Instruction System which can be tailored to individual school's needs.
- vi. Implement a RIDE approved teacher evaluation model.
- vii. Implement alternative school and work schedules.
- viii. Utilize flexible funding procedures to strategically align resources to meet strategic goals and expend all funds which comprise the school-based budget.
- ix. Establish mechanisms to resolve curriculum, staffing and operational issues within the context of the school intervention plan at the school level.

The school principal will be responsible for demonstrating a distributed and collaborative leadership style. Disputes, differences of opinion, or impasses over the exercise of the Leadership team's authority or in reaching consensus on decisions shall be resolved among

the members of the leadership Team in a good faith and collaborative manner. In the rare instance a dispute is not resolved by the Leadership Team, the building principal shall have the authority to resolve the matter. If the Leadership Team is not satisfied with the resolution, the leadership team may request the assistance from the EMO to resolve the dispute.

III. Needs Assessment

School Context

The Juanita Sanchez Complex includes two existing small high schools: the Providence Academy of International Studies (PAIS) and the William B. Cooley Health Science Technology High School (Cooley). Beginning in the 2011-2012 school year, the Sanchez Complex will be considered one school with a unified administration and faculty serving 806 students in grades 9-12.

The following overall demographic information describes the student body of the Sanchez Complex:

- 82% of students qualify for free and reduced-price lunch.
- 19% of students have Limited English Proficiency (LEP).
- 13% of students have an Individualized Education Plan (IEP).
- 77% of students are of Hispanic/Latino descent. The remaining students are African American (17%), Caucasian (2%), and Asian (4%).

By the ninth grade, many students enter Sanchez several years below grade level academically. When students enter school lacking basic proficiency in core subjects, and are not immediately provided interventions for ramp-up, the gap in achievement grows exponentially as the students progress in age and grade level. By providing rigorous course work coupled with an aggressive program of interventions and support systems, students at the Sanchez complex will be able to close the skills and achievement gap.

Over the past several years, PAIS has demonstrated promising gains in student achievement and has successfully completed the NEASC accreditation process. While PAIS still has areas of weakness, external reviews of the school have noted a positive, upward trend. For example, a 2010 NEASC site visit concluded that the school provides "a wide array of high-quality learning opportunities for students" (Fitzgerald et al., 2010). School leadership has established highly effective systems for teacher collaboration, data-analysis, celebration of success, and student leadership. Based on the recognized successes of the school, the District has chosen the PAIS principal, Ms. Janelle Clarke, to lead the newly merged Sanchez Complex.

Unlike PAIS, Cooley has not seen any academic gains over the past several years. High turnover of school leadership, low morale, and the absences of clear instructional systems and structures, has resulted in a downward trend for the school.

Specific areas of strengths and weaknesses for each school are described in greater detail below:

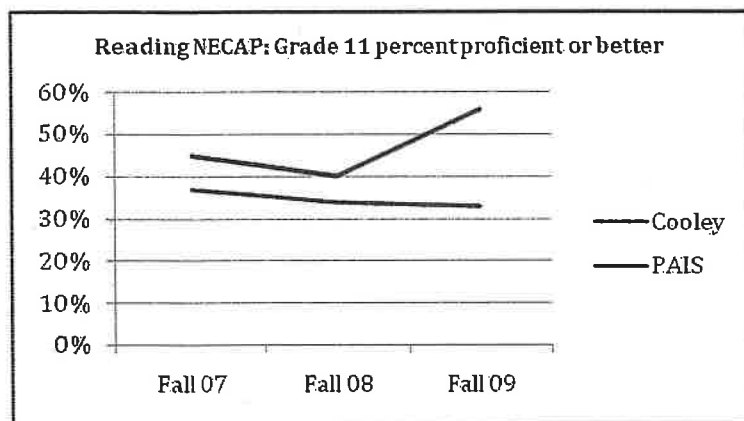
Literacy/ELA

Areas of Strength:

- At PAIS, the 2009 NECAP reading scores for 11th grade students showed that the percentage of student who scored proficient increased from 40% to 56% in 2009.
- At PAIS, the percentage of students who scored proficient in writing increased from 19% to 47% in 2009.

Areas of Concern:

- At Cooley, three-year NECAP trends show no consistent upward trend in mean scaled scores for either reading or writing.
- Cooley did not meet the target participation criteria for the 2009 NECAP assessment.
- The district was unable to analyze SAT10 trends at Cooley because of a breach in testing protocol.
- At PAIS, a SAT10 analysis shows that no student has reached proficiency on this exam in the past two years.



Mathematics

Students' math proficiency at both PAIS and Cooley is unacceptably low. A large number of students in both schools fail Algebra I and Geometry, which directly impacts the poor performance on the 11th grade NECAP assessment. Both high schools, particularly at PAIS, have recently launched programs and interventions aimed to address flagging math performance.

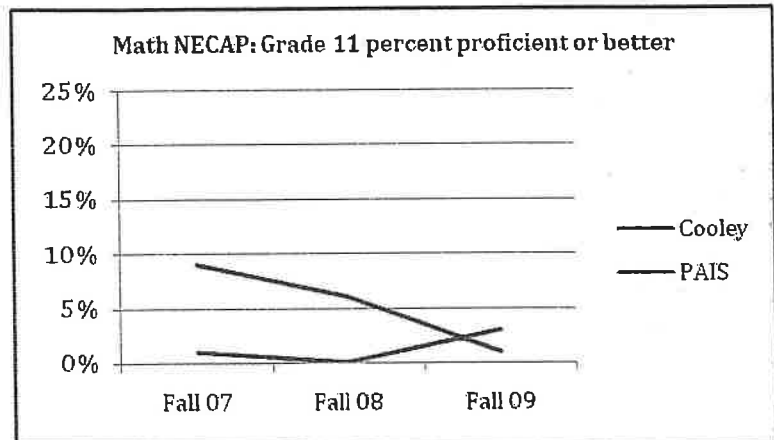
Areas of Strength:

- PAIS and Cooley implemented Year 1 of the district math curriculum and added the position of Lead Teachers for math.
- PAIS launched a mandatory after-school tutorial for students struggling in Algebra I, supported and monitored by the guidance department.

- PAIS launched an Academic Leadership Society in which targeted students were selected and signed a compact to attend a math, reading and writing enrichment support program in preparation for the 2009 NECAP assessment.

Areas of Concern:

- Neither PAIS nor Cooley had any students reach the “proficient with distinction” level on the NECAP over the past three years.
- Only 3% of students at PAIS achieved proficiency on the 2009 NECAP, and 1% of students at Cooley achieved proficiency.
- Virtually all students at PAIS and Cooley scored below proficient on the SAT10 as shown in three years of data (2007-2010).
- PSAT math scores at both schools were below the district mean in grades 10 and 11.



Parent and Community Engagement

Areas of Strength:

- PAIS has two PTAs: one conducted in Spanish and one conducted in English. Cooley has a parent PTO Leader and consistent teacher facilitator. Each learning community's PTO met monthly.
- PAIS had two parents at SIT meetings, and both schools host monthly SIT meetings.
- PAIS parents were involved in the NEASC process in 2009-2010, which commended the school for establishing a culture that was open and accessible to parents (Fitzgerald et al., 2010)
- PAIS offered school language classes for parents and teachers in conversational Spanish and English. Letters and correspondences are also mailed to the families in English and Spanish.
- PAIS and Cooley send out Parent Link messages in Spanish and English.
- PAIS and Cooley have strong partnerships with a wide variety of established community organizations such as Lifespan, the Institute for Study of Non-Violence, the International Institute, Women and Infants Hospital, Miriam Hospital, Roger Williams Hospital, Hasbro, Plan USA, Providence College Global Studies department, the University of Rhode Island, and the Port of Providence.

Areas of Concern:

- Parent Engagement Data demonstrate that parent involvement is limited at Cooley. Cooley has few formal and informal family events throughout the year, and parents are frustrated by the bilingual parent meetings.

- Neither school has a clearly developed strategy for what they want parent engagement to look like at the school. Parents at both schools report that parent outreach is somewhat random and reactive.
- Neither learning community has had capacity to staff the planned Family Zone zone and consistently engage in outreach to families or collaborate with community based organizations and agencies who could assist the school in addressing families' needs.
- Neither school currently has a defined family communications plan which identifies all of the methods, modes of communication, and protocol for communicating with families and sharing pertinent information.
- The complex is in need of translation technology to utilize during important family events in order to expedite the efficiency of meetings and the clarity of information being delivered.

School Environment

Areas of Strength:

- The attendance rate at PAIS has increased from 84% in 2005-06 to 87% in 2009-10.
- Attendance rates at both PAIS and Cooley are higher than the district rate.
- Tardiness at PAIS decreased by 50% in 2009-10.
- The NEASC site visit team concluded that orientation and transition programs already in place help students adjust quickly to PAIS (NEASC, 2010).
- Students across the Complex agree that the environment is safe, discipline is fair, interpersonal interactions between teachers and students are respectful and bullying is dealt with (according to the SurveyWorks! survey on

		2005-06	2006-07	2007-08	2008-09	2009-10
Cooley	Attendance	84%	85%	88%	87%	84%
	Tardiness	19%	18%	16%	19%	17%
	Mobility	44%	40%	40%	30%	n/a
	# disciplinary infractions	139	201	87	124	n/a
	In-school suspensions	n/a	1	n/a	n/a	n/a
	Out-of-school suspension	139	200	90	125	139
	Graduation	--	70%	70%	83%	n/a
PAIS	Attendance	84%	84%	85%	86%	87%
	Tardiness	23%	22%	20%	18%	10%
	Mobility	33%	32%	33%	29%	n/a
	# disciplinary infractions	143	152	94	141	n/a
	In-school suspensions	n/a	n/a	n/a	n/a	n/a
	Out-of-school suspension	143	152	95	190	n/a
	Graduation	--	67%	72%	77%	n/a

Student Perceptions of School Environment).

- A School Resource Officer is available on-site to service both schools.
- Video surveillance cameras are in place throughout the complex; all doors are locked and visitors are buzzed in and directed to report to the main offices to sign in.

Areas of Concern:

- Cooley teachers do not agree that they work in a positive environment according to the School Climate Survey taken in June 2010.
- The data concerning the rates of disciplinary infractions and suspensions need to be clarified for Cooley.
- Cooley employs inconsistent disciplinary consequences for students.

IV. Strategic Goals Overview

After a careful analysis of the data summarized above, as well as considerable input from school stakeholders, the new leadership team of the Sanchez Complex has identified three strategic goals for the academic years 2010-2013. School leaders and teachers will use these three goals as levers for improvements in other areas by modeling effective programming, fidelity in execution, effective and appropriate re-allocation of resources, and effective use of data and targeted interventions. The following three sections provide specific activities and benchmarks of success for each of the three goals.

1

Improve the quality of reading, writing, and mathematics instruction across the curriculum.

While PAIS students have made commendable progress in reading and writing, proficiency levels in both ELA and math are not adequate complex-wide. By extending instructional time significantly, adding intensive blocks of ELA and math into the school days to supplement the guaranteed and viable curriculum, and including required math, reading, and writing laboratories, Sanchez will create a laser-like focus on instruction in these three areas. In addition, teachers will have additional planning time to analyze formative assessment data to help target and differentiate instruction within the parameters of an aligned system of curriculum, assessment, and professional development.

In order to engage and motivate students, Sanchez will operate the academic program like a university model with a course catalogue, syllabi available in advance, laboratory classes, and rigorous electives on stimulating topics that serve the school core values and themed learning communities.

2 Create a culture of high expectations through a common core of values and a sense of shared mission for all Sanchez students, teachers, and staff.

The organizational and institutional culture of a school significantly impacts academic outcomes for students. If the school is a positive place to come to study and work, where teachers, students, and parents feel gratified and heard, the school will be more productive as an institution. Historically, negative school climate and culture has led to low staff and student morale at Cooley, and, in some places, at PAIS. Improved climate and culture involves improved norms of communication, clear school systems and structures, and the celebration of success, which will assist the complex in creating a professional learning community (PLC).

3 Community connections; develop students' sense of engagement with the colleges, universities, and the larger community, and engage parent and local organizations with the mission of the school.

Sanchez will develop and enhance programs, internships, volunteer opportunities, and community connections for students in order to develop students' sense of civic responsibility. Sanchez faculty and staff will put into place thoughtful mechanisms to engage and include parents in the transformation of the school through the use of the school compact, application interviews, and parent responsibility contract. Sanchez will re-think how community partners can best be leveraged to support the strategic needs and goals of the school.

	(N=170)	(N=156)	(N=158)	(N=159)	(N=244)	(N=230)
Substantially below proficient	77.6%	80.8%	90%	75%	60%	35%

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Create a culture of high expectations, internal accountability, professional learning, and a sense of shared mission for all Sanchez students, teachers, and staff.

Key Activities

- ✓ 1.1. Develop, articulate, and communicate a shared vision of change.
- ✓ 1.2. Select staff who demonstrate: 1) evidence of past teaching experience directly improving student achievement; 2) a commitment to the alternative structure, schedule, and time commitment involved in working at Sanchez; and 3) excitement and enthusiasm for the ambitious reform agenda.
- ✓ 1.3. Create fair and transparent systems of internal and external accountability for all school stakeholders including leadership.
- ✓ 1.4. Distribute leadership responsibilities and authorities.
- 1.5. Publicly acknowledge, reward, and celebrate success.
- 1.6. Invest in professional learning and support.
- ✓ 1.7. Increase leadership authority and flexibility.

Key Metrics and Indicators

- In-house marketing campaign promoting mission and vision.
- Newly hired staff will adhere to said protocols by signing contract.
- Newly hired leaders will have clear expectations directly related to achieving goals.
- PBIS to be implemented and monitored quarterly.
- Professional development plan implemented.

VI. Goal #2: Key Activities and Benchmarks

Develop, communicate, and articulate a shared vision of change

The development of this School Reform Plan serves as the first step in communicating the vision for Sanchez and the specific goals to which we are holding ourselves accountable. Upon immediate approval of the plan, Sanchez leadership will build a strategic communications plan to help communicate the major goals, benchmarks, and key activities of the plan to school stakeholders. The following additional documents will be created based on this plan:

- Power Point Presentation on School Reform Plan for parents, community members, and community partners
- Power Point Presentation on School Reform Plan for prospective teachers and for student high school fairs
- Job descriptions for Dean positions
- Job descriptions for teachers at Sanchez

The new leadership team and support staff will move to one strategically placed centralized office location in the building. It is critical that the leadership team is centrally located to ensure efficiency, productivity, and accountability of day-to-day operations, as well as the implementation and monitoring of all reform initiatives.

Select new staff for Sanchez

Beginning in November of 2010, UP! HR staff will begin the process of recruiting and developing an alternative hiring process for Sanchez as well as other UP! Leadership. The principal will begin by interviewing and selecting from the pool of existing staff during the spring of 2010, before moving on to interview candidates from outside the school. The school leadership will finalize the staff by May, 2011.

Create fair, transparent systems of internal and external accountability

UP! staff are in the process of creating clear, transparent, rigorous, and equitable methods of holding school leaders accountable (see attached PPSD leadership evaluation system).

All incoming Sanchez teachers will be informed and trained on the new RIDE teacher evaluation model to be piloted in the spring of 2011. Teachers at Sanchez will be held accountable for the elements of excellence in teaching provided for in the RIDE evaluation. This will be a minimal expectation. In addition, Sanchez teachers and staff will be held accountable for participation in the key elements of the school reform plan such as the extended day, the college complex model, and the Saturday Program. All extra duties and responsibilities will be clearly delineated in the job description for teachers.

School leadership will write clear job descriptions and transparent metrics for non-certified employees. Non-certified staff will also have to commit to the additional time and responsibility that working at Sanchez entails.

In the spirit of reciprocal obligation, the staff at Sanchez will hold the district and UP! accountable for providing high quality operational services in the area of technology, facilities maintenance and other areas.

Distribute leadership responsibilities and authorities

Sanchez leadership will create strive to build capacity within the complex so that all teachers and staff become empowered to become change agents and leaders in the reform movement of the school. The Sanchez leadership will post a clear organizational chart for all faculty, staff, parents and students to clearly delineate teacher roles and leadership roles.

The principal will select an advisory committee from the new, incoming staff to include teacher representatives, student representatives, and parent representatives to assist her in implementing the school policies and procedures.

The principal will restart the Sanchez Complex as a Professional Learning Community (PLC) based on the guidelines in Marzano's work. Additionally, each staff member at the complex will serve on a teaching and learning cadre based on the seven standards of the NEASC Commission. PAIS teachers that are rehired will assist in training new teachers on the roles and responsibilities of the NEASC cadres, as they have just finished working for two years on a NEASC cadre. Distributing leadership and authority throughout the complex in this manner will ensure that all faculty have ownership and a voice in school decision making, as well as prepare the health and science learning community for their NEASC self-study and commission visit of 2012-2013.

Publicly acknowledge, reward, and celebrate success

All staff who are selected to work at Sanchez will receive a stipend.

Just as students need praise for a job well done, staff members also do better and achieve more when hard work is acknowledged. In keeping with Commissioner Gist's recommendations for intervention protocols, excellent teaching is recognized during an end-of-the-year celebration. "Above and Beyond" awards will be given to teachers and support staff who

Benchmarks for Goal #2

Increase graduation rate from

78% to 85%

by 2012

**Increase in completion rate for
teacher satisfaction surveys to**

100%

by 2012

**Show increase in completion rate
for student satisfaction surveys to**

95%

by 2012

Increase student attendance

From 84.32% to 90%

by 2012

consistently contribute in meaningful and productive ways to the success of students. Administrators also give verbal acknowledgment to staff during the school year through announcements, personal notes, and/or weekly bulletins. Classroom and school successes are acknowledged in the same manner and also reported in the student newspaper and parent newsletter. The complex will dedicate a wall in a central location for "Caught in the Act" recognition so that success and improvement will be visibly evident to the entire population of the complex. School leaders will also randomly reward and acknowledge students for positive work habits and learning success they see during walkthroughs or conversations with teachers. During "count week", all classes and students with perfect attendance are also identified on the "Caught in the Act" wall. The school leadership team will also recognize and reward for proficiency scores on NECAP.

Invest in professional learning

Sanchez teachers will have two hours each week for common planning time (CPT)(see school hours in box herein) during which some school based professional development will take place. Additional activities included during CPT include vertical and horizontal alignment according to state academic standards, promote continuous use of student data to inform and differentiate instruction, department planning and grade level planning, sharing of best practices , resources, research, and collaborative planning of units and lessons. The Dean of T & L, the math and literacy coaches and the principal will facilitate CPT sessions and monitor the work being done.

In addition, Sanchez teachers will not be required to attend all the PPSD professional development, exclusive of the PD centered around the guaranteed and viable curriculum. Teachers will be able to supplement district required PD hours with school based PD hours, outside of the already scheduled CPT embedded in the extended school day. PD. The leadership team will provide faculty with school based PD that is on-going, high quality, subject specific pedagogy which reflects a deeper understanding of the community served by the school (Gist, 2010). The leadership team will create a summer retreat for the newly hired Sanchez faculty and staff in order to build community, a shared understanding of reform plans, goals, and protocols, begin strategic teaching and learning initiatives, and engage in PD for new technology programs.

The principal will require teachers to submit professional goals that directly correlate with the school's core values and goals. Teachers will then meet with the leadership team to develop growth plans that include professional development that will support them achieving these goals. The professional development will include experts internally and externally.

The principal, Dean of Teaching and Learning, Literacy and Math coaches will create and maintain a professional learning library where all faculty will have access to professional literature and online data bases. The professional library will be used for school based professional development, department meetings and planning, and cross departmental integration.

1

Improve the quality of reading, writing, and math instruction across the curriculum

Key Activities

- 1.1. Transform complex into a college environment with course catalogues, syllabi prepared ahead of time, core courses + labs, and restructured leadership by creating an Instructional Leadership Team (ILT) and Professional Learning Community (PLC).
- 1.2. Ensure that all courses are aligned with the district curriculum framework.
- 1.3. Increase student instructional time through extended day, extended year, and summer academy camps.
- 1.4. Create a flexible student and teacher schedule to allow for additional time for core courses and electives.
- 1.5. Expand electives; ensure electives are rigorous and supportive of school goals.
- 1.6. Engage in walkthrough protocols and build data-based culture.
- 1.7. Implement a "Writing across the curriculum" model.
- 1.8. Provide a Saturday Academy, summer academy, and other additional learning opportunities for students

Key Metrics and Indicators

- New leadership positions
- New curricula implemented with fidelity
- Revised course catalogue
- Institute extended day/week/year
- Update after school opportunities
- Scheduling of block classes for core content areas

V. Goal #1 Key Activities and Benchmarks

Transform Sanchez into a Model of the College Environment

While many high schools aspire to be “college-preparatory,” the Sanchez Complex will restart as a model college campus in order to provide students with the choice, rigor, intensity, and engagement of the college experience. Research and data from the three state universities has shown that students are not entering college with the literacy and/or math skills necessary to achieve post graduation success. Too many freshman college students are required to take reading/writing remedial or ramp up classes that do not count towards a students’ degree. In addition, the college dropout rate for urban youth remains high; yet another testament to our need and desire to simulate a college environment at the new Juanita Sanchez Complex, with a whole complex climate and culture that exemplifies high expectations for all its students with the support systems in place to achieve that goal.

The spacious new building complex with multiple wings, beautiful meeting spaces, and some technological capabilities lends itself to creating a college ambience. In order to adequately prepare students for college acceptance, and more importantly, college retention, Sanchez staff will take several key actions:

Course Catalogues, Syllabi, and Student Choice

As part of preparation for college, students will receive a Sanchez Course Catalogue each summer, detailing required and elective

Model Sanchez Reading Lab Class (Mandatory for all freshman and sophomores)

- 1) Instructor (Reading Specialist) utilizes an online Lexile assessment tool (Scholastic Reading Inventory, SRI) to assess student reading levels, and strengths and weaknesses. Instructor prepares syllabus which outlines course objectives, reading strategies that will be taught, assignments, projects, due dates, etc.
- 2) The reading lab course addresses the needs of struggling adolescent readers and the skills adolescents need to master increasingly complex content and informational text throughout high school and college.
- 3) Reading lab elective supports the ELA core course as well as all content areas. Students will utilize an online reading tool (similar to READ 180 in which PAIS saw significant gains in Lexile scores for the past 5 years) where they will be engaged in daily literacy practice and get immediate data and teacher feedback on the improvement of their strategy use and progress towards become an effective academic reader, as well as a reader for life.
- 4) The reading teacher and the reading coach will provide reading and writing enrichment intensives to help students prepare for important assessments such as NECAP, PSAT, SAT, SAT10 and course

courses and outlining the graduation requirements, including the senior project and community service requirements. Students will have an opportunity to choose electives based on descriptions in the course catalogue. All teachers will prepare syllabi in advance, and the school webmaster will post them online so students and parents will have access ahead of time in order to understand course readings, assignments, and class expectations. These course expectations will also be addressed in person via town meetings (for students) and orientations (for parents) to be held in September. In addition to facilitating home-school communication about course requirements, preparing syllabi will allow Sanchez to enact the NEASC recommendation that “all of the offerings in the school have a written curriculum that prescribes content and identifies course-specific learning goals that integrate relevant district-wide academic expectations.”

Core Sequence + Laboratory Elective Requirements

Similar to most colleges, all students will be required to complete the core courses plus electives. Freshmen and sophomores will have significantly more required courses than will upperclassmen. All core classes in reading, math, writing, and science will be accompanied by a laboratory elective (see sidebar) where students can receive individual targeted support, and get extra time and practice for mastery of concepts and skills. The lab electives will serve as an embedded support “ramp-up” system for the core classes with guaranteed and viable district curriculum. For example, in an Algebra I course, the core course will focus on teaching the conceptual/problem-solving skills whereas in the laboratory elective students will practice the actual computation of equations. The laboratory course will also involve ramp up and intervention instruction as necessary.

The school will consistently collect data on student reading ability by utilizing the district GRA+DE assessment and the online Lexile Assessment (SRI) at scheduled intervals throughout each school year. Data resulting from those tools will be analyzed by the Dean of Teaching and Learning, Literacy Coach, and Instructional Leadership Team to inform the intervention efforts, ramp up laboratory classes, and extended learning time initiatives. English language learners will receive additional support through a dedicated Language lab built into their course schedule and included in the extended school day program. All teachers will also receive substantial training and professional development on how to use data from the Gra+de Assessment and the Lexile scores from the SRI to tailor instruction and maximize student growth. The library media specialist will also use the information to inform his/her decisions on ordering library materials and procuring subscriptions to online data bases which can provide teachers with access to lexiled leveled texts. Having access to such materials will enable all teachers to meet the needs of varying levels of readers in their classes and supplement the curriculum with reading materials for differentiated instruction.

Complex Deans and Principal

In keeping with the concept of creating a model college environment at the complex the principal will hire certified administrators to fill the following positions:

- Principal of Turnaround Complex- The turnaround principal provides transformational leadership to planning, launching, and managing a

turnaround school. Duties include implementing the PSD school improvement model which focuses on high student achievement, building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction; and building a high performing staff and leadership team to achieve the school's vision and goals. The Principal will collaborate with parents, community members, the School Transformation Office, as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement. As stated in Commissioner Gist's *Protocol for Interventions*, January 2010, the principal will also have and execute sufficient operational flexibility (including staffing of teachers and support staff, school calendars/time, scheduling flexibility, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase graduation rates.

- *Dean of Teaching and Learning*—The Dean of T&L will become the on-site RTI specialist and will work directly with the ILT on data analysis, creation of intervention plans, and creation and maintenance of a data wall. The Dean of T&L will support and assist teachers on lesson planning, use-of data, instructional and pedagogical techniques, and assessments, The Dean of T &L will collaborate with the principal on planning school based professional development based on what he/she observes in this role and what PD will be necessary for the complex to meet the student achievement goals stated herein.
- *Dean of Discipline*—The Dean of Discipline will track attendance, referrals, and suspensions; monitor behavior trends, and create intervention plans to address chronic referrals and attendance issues. The Dean of Discipline will supervise all programs that provide socio-emotional supports to students including guidance, school psychology, etc., and consult directly with advisory teachers on their concerns about their students.
- *Dean of Student Affairs and Operations* –The Dean of Student Affairs and Operations will be responsible for all standardized testing, the stock clerk, building maintenance issues, supplies, student affairs, and the athletic program. The Dean of S & O will also serve as the liaison between the complex community partners as well as informing and managing the PBGRs.
- *Math Coach and Literacy Coach*—These coaches will work in the same capacity as the coaches at the elementary levels. They will be housed within the complex and will work with the Dean of Teaching and Learning and teachers daily. The coaches will provide model lessons in classrooms, maintain the professional library, offer workshops and professional development, and strategize with the Instructional Leadership Team

Innovative Electives, Off-Site Student Programs

Part of the richness of the college experience is the ability for students to take innovative and creative electives. As part of the restart as a model college environment, Sanchez leadership will conduct an audit of all existing PAIS and Cooley electives and terminate electives that are not sufficiently rigorous academically to improve student achievement in core areas and/or contribute to the students college preparation. Sanchez leadership will work with teachers to offer electives that are more innovative and that align to and support the district guaranteed and viable curricula and the overall school mission. Example of rigorous, academically-oriented electives include: AP Psychology, Medical Ethics, AP Environmental Science, AP Statistics, International Business, etc. This realignment is also in keeping with recommendations from PAIS' NEASC accreditation visit.

At a minimum, all 9th graders will be required to take one math lab elective and one reading lab elective. All 10th graders will be required to take one science lab elective and one-writing lab elective. In addition, a semester "survey" course about the two different learning academies at the complex (international studies and health/science) will be required of all freshman. By May of freshman year all students will "declare a major" by selecting which learning academy they will concentrate in during their remaining years at the complex. The scaffolding of academy courses related to the two learning communities at the complex from grades 10-12 will further serve to equip the students to meet their senior graduation project requirements and applied learning skills for college success.

Part of the internal audit and review of courses will involve significantly changing electives at Sanchez to include more literacy and numeracy lab courses to supplement the core curriculum as stated herein which focus on improved skill and applied learning development as well as components of health and biology content.

In addition, art, music, drama, journalism, physical education, dance and other electives will be offered on-site and off-site through partner and community based organization (CBO) through the implementation of an Expanded Learning Opportunity (ELO) branch of the extended learning day. An ELO coordinator from the Sanchez faculty will work with nearby organizations to ensure that electives and ELO opportunities offered are rigorous, meet local and national standards, and cover certain core skills in literacy and numeracy. The ELO staff member will collaborate with PASA's new high school initiative (Providence After School Alliance) All off-site programs will also incorporate the common writing rubric for writing activities, monitored by the ELO coordinator.

Ensure that all core courses are following the district's aligned guaranteed and viable curriculum and RIDE guidelines

All core courses (reading, writing, math, history, science) will follow the guaranteed and viable curriculum framework provided by the district. The Dean of Teaching and Learning will be responsible for monitoring the implementation of the curriculum. The lab elective classes associated with each core course will also be aligned to core objectives from each core curriculum. The Dean of Teaching and Learning will conduct walkthroughs, peer reviews, formal and informal observations, to provide real-time feedback to teachers on instruction. Teachers will meet for two hours a week in common planning time to analyze

formative assessment data and co-plan units and lessons of study. The principal and Dean of Teaching and Learning will implement RIDE's upcoming teacher evaluation system with a common framework and expectations for excellence in teaching.

The leadership team will also consistently monitor rigor in core academic subjects and analyze student achievement data in math, reading, and graduation rates against the statewide average as detailed in Commissioner Gist's Protocol for Intervention Schools, 2010.

Increase student instructional time and flexibility of student and teacher schedule

In order to achieve the ambitious goals set forth in this School Reform Plan, there are three non-negotiable requirements:

- 1. An increase in the absolute amount of instructional time for all Sanchez students and teachers**
- 2. An increase in the flexibility of the schedule.**
- 3. An increase in the required amount of school based professional development effectively aligned with the complex reform and student achievement goals**

To this end, all students will engage in core courses between the hours of 8:00-3:00. Students will report directly to their first period class everyday, thereby eliminating the need for a homeroom period which does not serve to increase instructional time. All students will have 90 minutes of math and 120 minutes of ELA each day, inclusive of the lab electives mandatory for all 9th and 10th grade students. During the extended day from 3:00-4:00, all students will participate in additional intervention blocks, enrichment activities, or off-site electives/ ELO opportunities depending upon academic need. The new schedule will provide more time during the school day for students to be in core courses and lab electives that support the core. . At the end of each semester , the guidance department will schedule students in the extended day program based on their achievement in the core courses and make a determination whether additional enrichment, intervention, or electives are needed from 3-4 each day. Students who have earned high grades during the first semester will also have preference for enrichment activities of second semester extended day program as an incentive for academic achievement.

Additionally, the Sanchez leadership will structure a schedule that includes meaningful

Proposed Sanchez Schedule						
	Mon	Tues	Wed	Thurs	Fri	Sat
Common Planning		8:00-9:00		8:00-9:00		
Student Schedule	8:00-3:00	9:00-3:00	8:00-3:00	9:00-3:00	8:00-3:00	9:00-1:00
Advisory Period	10:00-10:30	10:00-10:30	10:00-10:30	10:00-10:30	10:00-10:30	10:00-10:30
Student intervention/enrichment	3:00-4:00	3:00-4:00	3:00-4:00	3:00-4:00	3:00-4:00	3:00-4:00
Teacher schedule	8:00-4:00	8:00-5:00	8:00-4:00	8:00-5:00	8:00-4:00	9:00-1:00
Office Hours for Teachers		4:00-5:00		4:00-5:00		

advisory blocks each day. Teachers will be provided with targeted school based professional development to support the critical personalized instruction and relationship building training that is necessary to create a sustainable, productive, and meaningful advisory period, targeted for grade level and student achievement needs. The Dean of Discipline and Dean of Operations will work closely with the advisory teachers on issues of attendance, tardiness, and overall student engagement and commitment to school. In the advisory period teachers will implement, monitor, and maintain the Individual Learning Plan (ILP) for each student.

Student scheduling will be determined based on student need. The schedule will allow for both block scheduling for some courses (science, for example) and 50 minute periods for other courses.

Introduce “writing across the curriculum” and reading strategies across the curriculum model

Building on the success PAIS has experienced in the area of writing and reading, Sanchez will implement common writing rubrics and common literacy rubrics for all core courses and electives (including the arts, physical education, health, and electives offered at partner organizations). The Dean of Teaching and Learning will provide training to all Sanchez faculty on how to teach the key elements provided by the rubrics. The Dean of T & L will also collaborate with the literacy coach to create and implement model classroom lessons in all content areas, school based PD on integrating reading and writing strategies throughout the complex, guidance on building a common literacy language among all

faculty members, and maintenance of a professional library for faculty use. The literacy coach and the Dean of T & L will consistently monitor and support the staffs' implementation of reading and writing strategies in their content area.

The Spring 2010 NEASC site visit to PAIS observed that "the interdisciplinary curriculum work being done in the areas of English and social studies is noteworthy and must be expanded throughout the curriculum." In expanding the model, the Sanchez team may adapt practices from other successful schools. In particular, the writing program currently in use at Brockton High School in Brockton, MA which incorporates writing activities into nearly every period of the school day, including science, mathematics, and even gym, may provide useful guidance. A recent validated study of the Brockton program demonstrated the impact the common writing rubric had on increasing student achievement in multiple areas of study (Ferguson, 2010).

School leadership will provide a complex-wide online grading system for all teachers to use to ensure consistency and accountability for students. Professional Development will be given prior to the start of 2011-2012 school year during the summer retreat so that teachers will become confident using this technology. Students and parents will have access from home to the online grade book so they may check weekly progress, communicate with the teacher electronically, and communicate with their child regarding completion of work and classroom success. In addition, leadership will work with technology teachers to create a Sanchez blog that all teachers, students and parents will also have access too. The principal will complete a weekly blog page to engage in discussions with parents and students; teachers will blog to engage in professional discourse with each other, sharing best practice, professional articles of interest, and curriculum ideas, and students will also have their own blog pages to complete class discussions, projects, and to communicate with their teachers.

The leadership at the Sanchez complex is consulting with a technology company to design an internal Sanchez secure web portal. In order to better prepare our students for the 21st century skills and applied learning habits they will need for college and beyond, they must be engaged in technology that supports and supplements the curriculum. Students will have access to self-directed online lessons, projects, workshops, and communication links that their teachers have designed to support the district curriculum in each content area. The internal web portal will also be utilized to create or link with other online course work for in house credit recovery, enrichment programs and intervention support to keep students on track to graduation.

Engage in walkthrough protocols and build data-based culture

School leadership and teacher leaders will engage in the seven-step walkthrough process on a daily/weekly rotating schedule to support measurable changes in instructional practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using handheld technology; (3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in common planning time (5) using the

analyzed data to collaboratively develop/update a strategic ILT Action Plan to address areas of concern; (6) implementing the ILT plan; and, (7) use the handheld technology to consistently monitor the implementation of the plan, measure its impact and determine the focus of new walks.

The Dean of Teaching and Learning will design and maintain a complex data wall in a central location where data points can be plotted consistently throughout the year using the results from walkthrough tools and handheld technology used by leadership and ILT, standardized assessments, and classroom/school wide formative assessments. The Dean will provide professional development for all faculty on how to read and monitor a "living" data wall.

Saturday Credit Recovery, summer academies, and additional opportunities for students

All Sanchez students needing credits to graduate will attend the Saturday Sanchez Credit Recovery Program. Faculty positions for credit recovery will be filled by postings and interviews to attract quality teachers. Summer academies and expanded learning opportunities will provide academic enrichment, interventions, and electives based on students needs.

Students who are required to attend summer school will either attend district provided summer school or be provided on-line courses through the complex. Summer on-line courses will have an in-class and an online self-directed component.

All incoming 9th graders will participate in a four day transition program that will include: diagnostic assessments of literacy and numeracy skill level, an introduction to the culture and climate of Sanchez, expectations for successful transition from middle school, school supports available to them, and maximizing their potential for successful college degree completion

Additional programs for students will include:

- Extended hours for library
- Summer Math camp for 10th and 11th graders (NECAP prep)
- Academic Youth Development Camp (district program) (AYD)
- Summer Advanced Placement (AP) Transition Program
- Academic Leadership Society
- SAT preparation program
- Geek Society
- Mission Green
- Youth United for Global Action (YUGA)
- Summer youth employment and internships
- Summer community service opportunities
- * Expanded Learning Opportunities (ELO)
- * Book Clubs based on Lexile levels
- * Summer Reading Requirement Book Talks at each grade level
- * Summer Math Packet Resource Camps

Benchmarks for Goal #1

Reading Goal (1): Address the percentage of students scoring “proficient” or “proficient with distinction.”

<i>Baseline data and annual targets</i>						
	2007 (N=165)	2008 (N=150)	2009 (N=159)	2010 (N=159)	2011 (N=244)	2012 (N=230)
Proficient or proficient with distinction	40.6%	49.3%	33%	40%	50%	70%

Reading Goal (2): Address the percentage of students scoring “substantially below proficient.”

<i>Baseline data and annual targets</i>						
	2007 (N=165)	2008 (N=150)	2009 (N=159)	2010 (N=159)	2011 (N=244)	2012 (N=230)
Substantially below proficient	19.4%	49.3%	28%	20%	15%	10%

Writing Goal (1): Address the percentage of students scoring “proficient” or “proficient with distinction.”

<i>Baseline data and annual targets</i>						
	2007 (N=166)	2008 (N=150)	2009 (N=157)	2010 (N=159)	2011 (N=244)	2012 (N=230)
Proficient or proficient with distinction	27.1%	18%	19%	30%	40%	60%

Writing Goal (2): Address the percentage of students scoring “substantially below proficient.”

<i>Baseline data and annual targets</i>						
	2007 (N=166)	2008 (N=150)	2009 (N=157)	2010 (N=159)	2011 (N=244)	2012 (N=230)
Substantially below proficient	12.1%	15.3%	18%	14%	10%	35%

Math Goal (1): Address the percentage of students scoring “proficient” or “proficient with distinction.”

<i>Baseline data and annual targets</i>						
	2007 (N=170)	2008 (N=156)	2009 (N=158)	2010 (N=159)	2011 (N=244)	2012 (N=230)
Proficient or proficient with distinction	5.3%	3.2%	1.1%	1.5%	30%	50%

Math Goal (2): Address the percentage of students scoring “substantially below proficient.”

<i>Baseline data and annual targets</i>						
	2007	2008	2009	2010	2011	2012

3

Community connections; develop students' sense of engagement with the larger community and engage parent and local organizations with the mission of the school.

Key Activities

- 1.1. Hire a family engagement coordinator (through the Americorp program) to coordinate all parent engagement activities and communication materials
- 1.2. Administer parent surveys to assess needs and beliefs of customers and adopt customer-friendly approach
- 1.3. Develop external communications plan and materials to showcase school offerings to both parents and community
- 1.4. Require student community service project/hours for graduation

Key Metrics

- Number of parent workshops held/topics discussed/attendance & feedback survey
- Enrollment and progress in newly installed "Family Zone", PTO Meetings, & School-Wide Events.
- Parent satisfaction survey data
- # of parent/community/partner volunteers
- Adoption of electronic translation system
- Implement community service requirements with fidelity.

VII. Goal #3: Key Activities and Benchmarks

Identified need for Family Engagement Coordinator and a Family Zone at the complex

Despite some existing mechanisms for parent communications, district data show very limited parent involvement in the school community at Cooley and moderate parent engagement at PAIS. Neither school has created a deliberate strategic parent engagement plan. Parent outreach efforts are haphazard and recognition of the myriad ways in which parents can be actively supporting their child's efforts in schools has been overlooked. In addition, there was a poor response rate on the Parent Survey sent out by the district in June.

At the new Sanchez Complex, parent and family engagement needs to be redefined, clearly communicated and explicitly "taught" to both parents and teachers so families become aware of the many ways they can be actively involved in the education of their child. Current staff training on how to work with parents of different cultures and how to diffuse a conflict situation is insufficient, which also contributes to lack of parent communication on the part of teachers. Additionally, few teachers are aware of the district parent initiatives (Parent Advisory Council (PAC) and Family and Community Engagement center (FACE)) and how to utilize these bodies. Sanchez is also in the process of collaborating with the other transformation schools surrounding the complex (RWMS and Woods/Young) to purchase translation technology that would provide headsets with live translation to parents at meetings, thereby making the meetings more efficient and effective for all attendees.

A dedicated Family Outreach Coordinator and the Family Zone Center at the complex will relieve the principal of the tremendous responsibility and need to coordinate, streamline,

Benchmarks for Goal #3

1. Show increase in completion rate for parent satisfaction surveys to 50% by 2012
2. 5- 10 parents will participate regularly in SIT meeting by 2012.
3. Increase total parent involvement from 5% to 25% by 2012
4. Strengthen communications by creating a "Virtual Friday Folder," regular newsletter, ParentLinks and improved signage by 2012.
5. Develop four theme-related, instructionally-aligned community partnerships that will support academic rigor by 2012.
6. The parent coordinator will recruit 80—100 parents to volunteer for the school in various capacities: i.e. PBGR senior project judges, Health Fair, Senior Advocacy Night, International Awareness Dinners, celebrations of student success, etc. by 2012.

and promote family engagement activities complex-wide. S/he will oversee the following key activities:

- Develop and administer a parent satisfaction survey to be given at pre and post intervals
- Create family communication materials including a "Virtual Friday Folder" (also posted on the website), communication boards on each end of the building, updated events posting for the website, electronic bulletin board signage for outside of building, and a monthly school newsletter to communicate about curriculum and instructional outreach.
- Encourage parents to attend meetings where students will receive community service credit or homework passes for their parent/guardian's attendance.
- Provide information in a uniform and understandable format that parents can understand, including translated language wherever applicable
- Contact local community newspapers, in distributed in various languages, to advertise important dates, events, and write short informational articles that pertain to the Sanchez Complex and family engagement.
- Establish relationships with community based social service organizations/agencies, cultural organizations, church groups and church leaders in an effort to build capacity to serve Sanchez families and collaborate with outreach efforts
- Maintain a data base of parent contacts and quantity of involvement so that parents and families can be recognized and rewarded as part of the Sanchez recognition program, Above and Beyond and Caught in the Act described herein.
- Keep regular open hours at the Family Zone Center for families to avail themselves of services, assistance, computer usage, etc.

Build Capacity for parental and family involvement

According to Parent Engagement Data from September through December of 2009, monthly PTO and SIT meetings have been regularly held at both schools. One of the parents actively involved on the PAIS SIT also serves as a representative on the district Parent Advisory Council (PAC) and attends monthly PAC meetings. Sanchez will convene a SIT team and regularly scheduled meetings with active parent and student participation to develop the school's Parent Compact and revisit and revise the compact when necessary. The PTO, the Family Outreach Coordinator and the teachers serving on the School Resource cadre will host quarterly training sessions for families in areas such as financial aid, budgeting, how to access and use the My Gradebook online grading system that teachers at the complex utilize for grading and parent communication. How to effectively

communicate with their adolescent child, how to support student achievement in the home and support college preparation, healthy eating and life style habits, computer skills, and engaging youth productively at home.

Need for improved communication with parent/family, community and university partners

PAIS' NEASC site visit concluded that *"teachers, students, and community members are able to see the connections between the school's mission statement and the development of the school's course offerings and graduation requirements."* As an effort to build upon this established success, part of the reconfiguring of the elective system at Sanchez will involve an audit of student electives and attention to student partnerships with community based agencies. One teacher at Sanchez will manage the ELO Coordinator for the expanded learning opportunities initiative for the and will collaborate with PASA to develop partnerships with businesses and community groups that are: 1) can provided student opportunities which align with curriculum standards and graduation requirements and 2) have a deliberate focus on building civic responsibility with high school students. The NEASC audit also determined that the inclusion of thirty hours of student community service as a graduation requirement is "a worthwhile activity for the student body;" the Sanchez leadership team will work closely with community partners to create a system of indicators and documentation to assess both student and school progress toward the goals of civic engagement.

IX. Accountability and Evaluation

Benchmarks for Success

The benchmarks referenced above serve as a mechanism for both internal and external accountability (See attached SIG application for more detail on benchmarks).

Teacher Evaluation

See above for discussion on mechanisms for internal and external accountability.

Principal Performance Metrics

In addition, PPSD has recently rolled out a new evaluation system for school leadership.

High School ***DRAFT*** Principal Performance Metrics

School Name:	Juanita Sanchez Complex	Principal: Janelle Clarke
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Addressing Teacher Evaluation

	Baseline	2010-2011
% Completed	5 of 8	75%

	(62.5%)	
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Addressing Attendance Behavior

Grade 11	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
HSTA	84.3%					95%
PAIS	86.7%					95%

Addressing Student Mastery of Standards

NECAP Percent Proficient						
Sanchez Complex	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	45%					90%
Mathematics	2%					77%
Science	1%					79%
HSTA	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	33%					90%
Mathematics	1%					77%
Science	0%					79%
PAIS	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	56%					90%
Mathematics	3%					77%
Science	1%					79%
Alternate Assessment (RIAA) - Percent Proficient						
Grade 10-11	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	0/0 (NA)					90%
Mathematics	0/0 (NA)					77%
Science	0/0 (NA)					79%

Addressing Graduation Targets

	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
HSTA	82.5%					85%
PAIS	77.5%					85%

Addressing Achievement Gap - Testing Year*

Sanchez Complex Reading

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	**					N/A
Black - White	**					N/A
Free/reduced - non free/reduced	9					1
With IEP - without IEP	39					16
ELL - non ELL	45					N/A

*calculated as % of students at Performance Levels 3 + 4 for group one minus % of students at Performance Levels 3 + 4 for group two. Read as, for example, 'there is a 10 percentage point gap between these two groups'.

**less than ten students in group 1 or 2.

Addressing Achievement Gap - Testing Year*

Sanchez Complex Mathematics

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	**					N/A
Black - White	**					N/A
Free/reduced - non free/reduced	2					1
With IEP - without IEP	2					0
ELL - non ELL	2					N/A

HSTA Reading

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	**					N/A
Black - White	**					N/A
Free/reduced - non free/reduced	3					1
With IEP - without IEP	32					16
ELL - non ELL	**					N/A

HSTA Mathematics

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	**					N/A
Black - White	**					N/A
Free/reduced - non free/reduced	2					1
With IEP - without IEP	1					0
ELL - non ELL	**					N/A

PAIS Reading

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	**					N/A
Black - White	**					N/A
Free/reduced - non free/reduced	**					N/A
With IEP - without IEP	**					N/A
ELL - non ELL	49					24

PAIS Mathematics

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	**					N/A
Black - White	**					N/A
Free/reduced - non	**					N/A




free/reduced						
With IEP – without IEP	**					N/A
ELL – non ELL	3					1

*calculated as % of students at Performance Levels 3 + 4 for group one minus % of students at Performance Levels 3 + 4 for group two.
Read as, for example, 'there is a 10 percentage point gap between these two groups'.

**less than ten students in group 1 or 2.

X. People, Time, and Resources

The following chart summarizes the people, time, and resources that will be foundational to this restart effort. These elements have been discussed throughout this School Reform Plan (Note: This chart outlines new staff, changes to the school schedule, and additional resources required). For greater detail, please reference the SIG budget.

	<h3>People</h3> <p>New staff, increasing school capacity to meet the needs of students and their families.</p>
	<h3>Time</h3> <p>Additional time for teaching and learning.</p>
	<h3>Resources</h3> <p>Access to resources that are critical to the transformation process.</p>

- **Turnaround Principal.** To lead to the transformation of Juanita Sanchez High School into a high-performing school (funding from existing local budget)
- **Dean of Teaching and Learning.**
- **Literacy Coach**
- **Math Coach**
- **Stipend for Family Outreach Coordinator**

- **Extended school year**—Additional ten days for students in August, School-based summer school (part of the funds from the local budget); Summer NECAP-prep camps, AP Transition camps
- **Extended school day--**
 - *Saturday Credit Recovery and intervention support
 - *Summer school (school based), summer academies, summer prep camps
-

- *Online grading software for teachers
- *Math and ELA diagnostic online assessment platform
- *Electronic school based web program for online courses , course supplements, language lab for ELL learners
- *Data base journal subscriptions for library and faculty use for differentiated instruction

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